







Grades K-2 Writing Rubric

Component	Wow!	Right on!	On your way!!	Getting Started!
Ideas/Content  <i>The heart of the writing piece</i>	I <u>showed</u> what was happening rather than <u>telling</u> . The reader could paint a clear picture in their head.	I have taught the reader something but the details create a "fuzzy" picture.	I have a MAIN IDEA but I could use more information and details to create a picture.	I'm still thinking about my topic.
Organization  <i>The structure and building blocks of writing</i>	I built a solid piece of writing - from beginning to end.	I put everything in order - the reader won't need to rearrange the blocks.	I put most things in the right spot but some things might need to be moved.	I'm not sure where to begin or what goes next.
Voice  <i>The way the writer brings the topic to life and captures the reader</i>	<p style="text-align: center;">Outdoor voice!!</p> <p style="text-align: center;">Look at me!</p>	<p style="text-align: center;">Indoor voice.</p> <p style="text-align: center;">Here I am!!</p>	<p style="text-align: center;"><i>Whisper.</i></p> <p style="text-align: center;"><i>Peek-a-boo!</i></p>	<p style="text-align: center;">Hmmm...</p> <p style="text-align: center;">Who is writing this?</p>

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Word Choice  <i>The specific vocabulary the writer uses to convey meaning</i>	Look at my fantastic, creative, clever, exciting, thunderous, magnificent words!	I use the same words over and over; it's just those same words, over and over. They're words, but they're the same. And I use them over and over until my paper is over.	Some of my words are mistaken-oops, I mean <i>misused</i> .	My words are good, neat, fun, boring, nice, happy.
Sentence Fluency  <i>The way the words and phrases flow throughout the text</i>	These sentences almost sing. It is <u>very</u> easy to read this paper aloud with lots of expression.	Here and there, I really like the way I strung words together. It's smooth-easy to read.	I've hit a snag! Either (1) everything is strung together in one endless "sentence," OR (2) many choppy little sentences make for a bump-bump-bumpy ride.	I'm having a hard time telling where one sentence ends and the next begins.
Grammar/ Mechanics  <i>The mechanical correctness of the piece (COPS)</i>	There are so few errors in this paper, you'll have to hunt for them!	Spelling is correct on most simple words. I may have small errors on harder words. Is it <i>brocolli</i> or <i>broccoli</i> ??	I've got capiTAI IETTERs scattered around, or else I forgot to use them at all.	Speling errer our commun, evin on simple werdz. Or I used the wrong punctuation??

